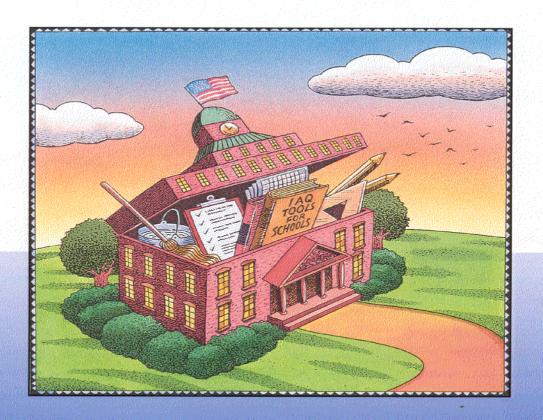
Fort Bend Independent Schools



Using IAQ Tools for Schools District-Wide

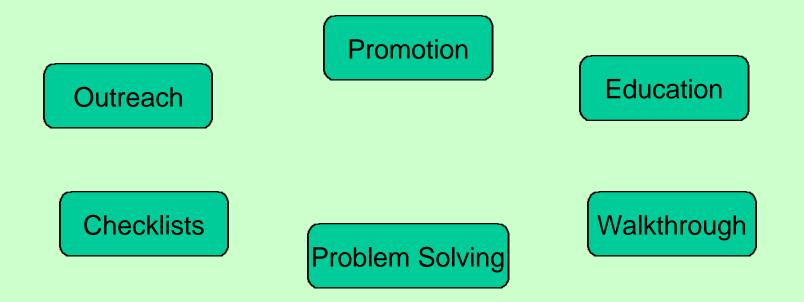
Presented by Peggy Caruso

Award Winners



Indoor Air Quality Tools For Schools Region 6

What made IAQ TfS successful in Fort Bend ISD?





6

NEWS

This month Dulles High School begins a new program to improve indoor air quality in our school. FBISD is proud to be taking a leadership role in providing a safe, comfortable, and productive environment for our students and staff so that we achieve our core mission--educating students. Our school will follow US Environmental Protection Agency guidance to improve our indoor air quality by preventing them and by quickly responding to any IAQ problems that may arise. A copy of the IAQ Backgrounder, which is part of the EPA guidance that we are using in our school, follows. If you have any questions or concerns, please call

IAQ Backgrounder

The goal of the Checklist is to provide clear and easily applied activities that you can use to help prevent indoor air quality problems and resolve any problems promptly if they do arise. Once you understand the basic principles and factors that influence indoor air quality in your school, you will note that the specific activities involve two major actions — the management of pollutant sources, and the use of ventilation for pollutant control. This guidance is based on the following principles:

- Many IAQ problems can be prevented by school staff and students
- When IAQ problems do arise, they can often be resolved string the skills of school staff
- · The expense and effort required to

Failure to prevent indoor air problems, or failure to respond prompely, can have consequences such as:

- increasing the potential for long term and short term health problems for students and staff
- impacting the student learning environment, comfort, and attendance
- reducing productivity of reachers and staff due to discomfort, sickness, or absence is in
- accelerating deterioration and reducing efficiency of the school physical plant and equipment
- increasing the potential that schools will have to be closed, or occupants temporarily relocated
- seraining relationships among school administration and parents and staff

Indoor Air Quality



Tools for Schools

ing marenals and furnishings, and the use of chemically-formulated personal care products, pesticides, and housekeeping supplies. In addition, our activities and our decisions, such as defecting maintenance to "save" money, lead to problems from sources and ventilation.

Four basic factors affect IAQ: sources of indoor air pollutants, heating, ventilation, and air-conditioning (HVAC) system, pollutant pathways, and occupants.

Sources of Indoor Air Pollutants

Indoor air contaminants can originate within the building or be drawn in from outdoors. If pollutant sources are not controlled, IAQ problems can arise, even if the HVAC system is properly operating. Air pollutants consist of numerous particulates, fibers, mists, bioserosols, and gases. It may be helpful to think of air pollutant sources as fitting into one of the categories in the table shown below.

In addition to the number of potential pollutanes, another complicating factor is that indoor air pollutant concentration levels can vary by time and location within the school building, or even a single classroom. Pollutants can be emitted from point sources, such as from science store rooms, or from area sources, such as newly painted surfaces, and pollutants can vary with time, such as only once each week when floor stripping is done, or continuously such as fungi growing in the HVAC system.

Typical Sources of Indoor Air Pollutants

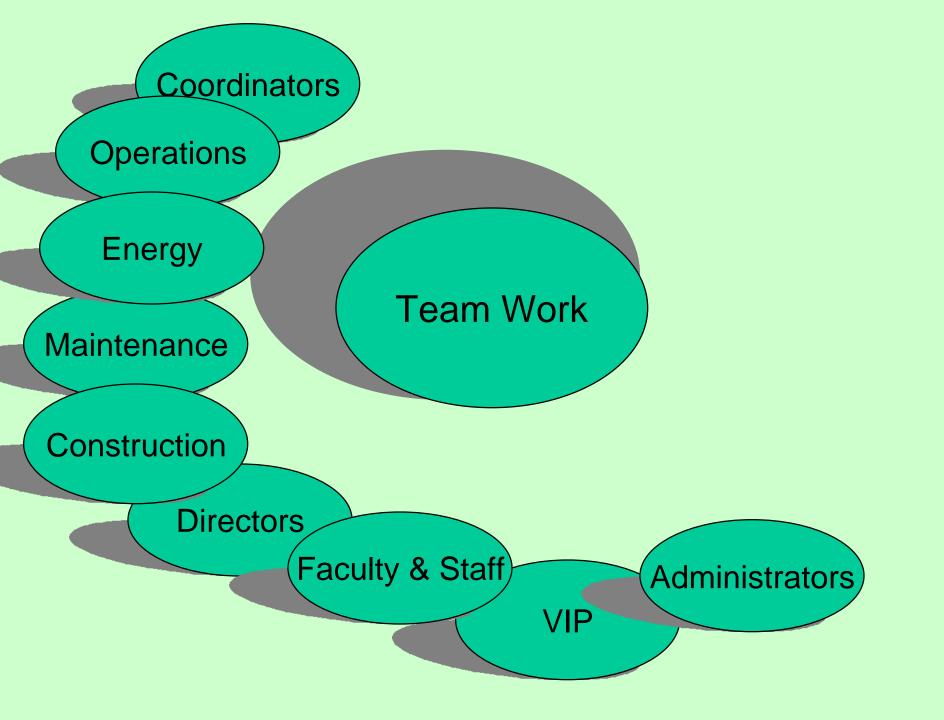
Use already existing school resources to reach the community.

FORT BEND ISD PARTNERS IN EDUCATION 2001 COMMUNITY CONFERENCE

Sponsored by Partners In Education, Title I, and Special Education



FRIDAY, OCTOBER 5, 2001



To CMMS Staff:

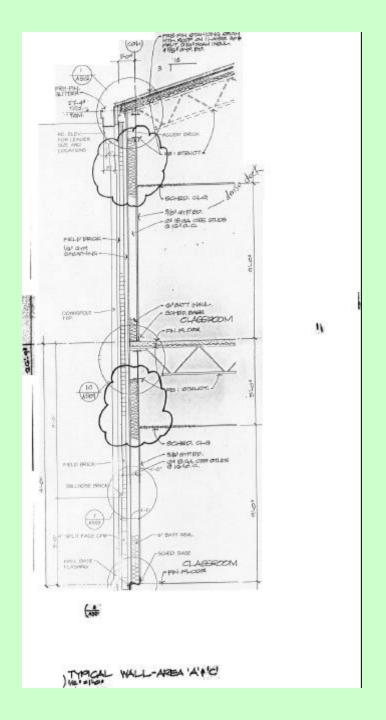
Are you concerned about our environment? Houston has it's own air quality problems, but what about your work place? The school district has set up an indoor air quality program and needs your help to look for problems in your classrooms or offices.

Peggy Caruso, District Coordinator, will be sending you a checklist by E Mail. Please read the IAQ <u>Backgrounder</u> and complete the form at your convenience. It has been changed since last year and is designed so that you can start and stop as often as needed. Please have it completed by the end of the semester.

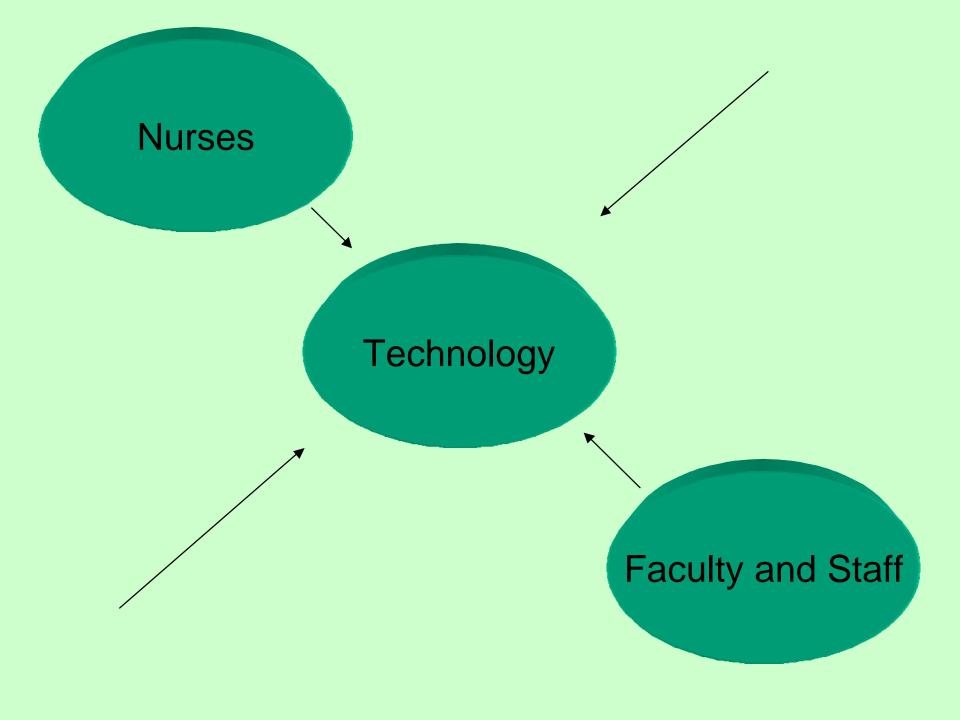
Be sure to check your rooms closely. If any repairs are needed, complete a work order and submit this to Dr. Stevenson. If you have any health concerns, notify Mrs. Pirtle, your site coordinator.

Please keep in mind that we need everyone's cooperation in cleaning up our school environment. Periodic inspections are being done. Keep open food containers and drinks out of your rooms- this invites pests. This is a no smoking campus. Please respect others health problems- heavy perfumes or scented air fresheners may trigger an asthma attack or allergic response in a student or staff member.

Thank you for your cooperation. Jean Pirtle, RN



Symposiums that involve contractors, engineers, architects, and facilities employees eliminate the need for remediation later.



























Stop Here

Company policy analogy follows

The FIVE Monkeys

Start with a cage containing five monkeys. Inside the cage, hang a banana on a string and place a set of stairs under it. Before long, a monkey will go to the stairs and start to climb towards the banana. As soon as he touches the stairs, spray all the other monkeys with cold water. After a while, another monkey will make an attempt with the same results - all the other monkeys are sprayed with cold water. Pretty soon, when another monkey tries to climb the stairs, the other monkeys will try to prevent it.

Now, put away the cold water. Remove one monkey from the cage and replace it with a new one. The new monkey sees the banana and wants to climb the stairs. To his surprise and horror, all of the other monkeys attack him. After another attempt and attack, he knows that if he tries to climb the stairs, he will be assaulted.

Next, remove another of the original five monkeys and replace it with a new one. The newcomer goes to the stairs and is attacked. The previous newcomer takes part in the punishment with enthusiasm! Likewise replace a third original monkey with a new one, then a fourth, and then the fifth. Every time the newest monkey takes to the stairs, he is attacked. Most of the monkeys that are beating him have no idea why they were not permitted to climb the stairs or why they are participating in the beating of the newest monkey. After replacing all the original monkeys, none of the remaining has ever been sprayed with cold water. Nevertheless, no monkey ever again approaches the stairs to try for the banana. Why not? Because as far as they know that's the way it's always been done around here!

